

DELEDDA INTERNATIONAL SCHOOL

SUBJECT GROUP OVERVIEW

Unit Title	Key Concepts/ specified concepts (BETA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives (criteria)	ATL Beta
PHE (MYP1)							
MYP 1 - PHE 2025/26 Unit 1 : Performance Test	Change, Time, place and space	Adaptation, Movement.	Identities and relationships	The students will explore and move in time, place and space to learn how to change and adapt in different situation with the aim to conduce an healthy and happy good	endurance, speed, balance, strength		Self-management
MYP 1 - PHE 2025/26 Unit 2: LIFESAVING SKILLS	Perspective	Adaptation, Choice.	Fairness and development	In water-sport, where danger is an element , the perspective of the lifesaver can affect their choice of action and require adaptation in life-saving techniques, in order to act decisively and successfully, but still bearing fairness and development of effective procedure in mind.	<p>1 lesson in the pool: how to be safe in the water, how to float better, breathing exercises</p> <p>2 lesson in the pool: different strokes: freestyle, breaststroke, backstroke, butterfly, survival backstroke, sidestroke</p> <p>3 lesson in the pool: how to save someone, how to recognize people struggling in the water, how to save with the right priority</p> <p>Theory Lessons of first aid, learning how to give the first help to people in danger, learning how to perform the cpr, assessing an emergency situation: DRABC</p>	<p>A: Knowing and understanding iii. apply physical and health terminology to communicate understanding</p> <p>B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health</p> <p>C: Applying and performing iii. recall and apply information to perform effectively</p> <p>D: Reflecting and improving performance iii. describe and summarize performance</p>	Communication. Social. Self-management
MYP 1 - PHE 2025/26 Unit 3: First Aid	Change	Choice, interaction	Globalization and sustainability	understanding how to respond and adapt to changing emergency situations can improve safety and support responsible action within communities	<p>basic first aid techniques: treating cuts and wound, managing bleeding, managing shock, managing secondary assessment, managing drowning, managing suspected spinal injuries.</p> <p>introduction to CPR and how to use an AED</p> <p>how to call emergencies services affectively</p>	<p>A: Knowing and understanding i. outline physical and health education-related factual, procedural and conceptual knowledge ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology to communicate understanding</p> <p>B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health</p> <p>D: Reflecting and improving performance i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance</p>	Social. Self-management

MYP 1 - PHE 2025/26 Unit 4: CRICKET	Global Interactions, Relationships	Interaction, Movement.	Fairness and development	playing cricket to discover different worlds and different ways of life, sharing personal and cultural expressions with classmates	students learn how to play cricket, studying its rules, students will be able to play cricket in order to organize tournaments with other classes. Learning history of crickets teach students different philosophies about different countries.	A: Knowing and understanding iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health C: Applying and performing ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively D: Reflecting and improving performance i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance	Social. Self-management
PHE (MYP2)							
MYP 2 - PHE 2025/26 Unit 1: Performance test	Change, Time, place and space	Adaptation, Movement.	Identities and relationships	The students will explore and move in time, place and space to learn how to change and adapt in different situation with the aim to conduce an healthv and happy good	endurance, speed, balance, strength	C: Applying and performing i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively	Self-management
MYP 2 - PHE 2025/26 Unit 2: Team sports	Culture	Energy, Interaction.	Identities and relationships	Students will learn how to play the sport of handball and other team sports or group exercises. They will study the rules of the games, strategies and techniques and its international and cultural significance. Using their energy and interaction to reach a better physical, psychological and social development.	Learning how to play handball leads to a collaborative game. students learn the rules of handball, in order to play and be referee of their matches. they learn how to play and how to reach good standards to permit them to play even in tournaments with other schools.	A: Knowing and understanding i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding B: Planning for performance i. outline goals to enhance performance ii. design and explain a plan for improving physical performance and health C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. describe and summarize performance	Social

MYP 2 - PHE 2025/26 Unit 3: OLYMPIC GAMES PARALYMPIC GAMES & COMMONWEALTH GAMES	Interaction, Movement.	Fairness and development	Nowadays, being a Paralympic athlete can be hard, knowing better the sports' world can help us find a way to put olympics and Paralympics athlete on the same level with no difference and more inclusion, Developing a more fair world.	Students learn how hard can be an Olympic athlete and even more to be a Paralympic one. they learn which are the Olympic disciplines, the Paralympic categories, and they will study the story of some famous athlete.	A: Knowing and understanding i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance	Social. Self- management	
PHE (MYP3) MYP 3 - PHE 2025/26 Unit 1: Performance Test	Change, Time, place and space	Adaptation, Movement.	Identities and relationships	The students will explore and move in time, place and space to learn how to change and adapt in different situation with the aim to conduce an healthy and happy good life.	endurance, speed, balance, strength	A: Knowing and understanding iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health C: Applying and performing iii. recall and apply information to perform effectively D: Reflecting and improving performance iii. describe and summarize performance	Self-management
MYP 3 - PHE 2025/26 Unit 2: THE ANATOMY OF MOVEMENT	Change	Energy, Movement.	Identities and relationships	Awareness of locomotor system main organs identities and relationships lead to more efficient training techniques, methods and philosophies , the eventual changes in muscles and body-shape through a programme of specific movements that can create more energy and power in our field of	LESSON 1-2: researches on origin insertion and action of muscles using copies given by the teacher and body map LESSON 3: how to create a plan of a workout routine using muscles previously studied LESSON 4: quiz in order to keep a track on their studies LESSON 5: test	A: Knowing and understanding iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health C: Applying and performing iii. recall and apply information to perform effectively D: Reflecting and improving performance iii. describe and summarize performance	Research - Use an organised process for conducting research
PHE (MYP4) MYP 4 - PHE 2025/26 Unit 1: Performance Test	Change, Time, place and space	Adaptation, Movement.	Identities and relationships	The students will explore and move in time, place and space to learn how to change and adapt in different situation with the aim to conduce an healthy and happy good life.	endurance, balance, speed, strength	A: Knowing and understanding iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health C: Applying and performing iii. recall and apply information to perform effectively D: Reflecting and improving performance iii. describe and summarize performance	Self-management

MYP 4 - PHE 2025/26 Unit 2: The anatomy of movement(LOWER LIMBS)	Change	Energy, Movement.	Identities and relationships	Awareness of locomotor system main organs identities and relationships lead to more efficient training techniques, methods and philosophies , the eventual changes in muscles and body-shape through a programme of specific movements that can create more energy and power in our field of	LESSON 1-2: researches on origin insertion and action of muscles using copies given by the teacher and body map LESSON 3: how to create a plan of a workout routine using muscles previously studied LESSON 4: quiz in order to keep a track on their studies LESSON 5: test		Research - Use an organised process for conducting research
MYP 4 - PHE: 2025/26 unit 3: Other "The Power of Rest: Understanding the Impact of Fatigue on Body and Mind"		Balance, Choice, Energy.	Identities and relationships	exploring the physiological and psychological impacts of fatigue and the power of rest helps us understand how personal well being shapes our identities and influences our relationships		A: Knowing and understanding iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health C: Applying and performing iii. recall and apply information to perform effectively D: Reflecting and improving performance iii. describe and summarize performance	Self-management
PHE (MYP5) MYP 5 - PHE 2025/26 Unit 2: Performance Test	Change, Development	Adaptation, Energy, Movement.	Identities and relationships	Athletes and performers analyse current movement patterns so they can refine technique and maximize	Students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination. these tests are to be done in the first period of the year and then again at the end to see if there are any improvements.		Communication. Research - Use an organised process for conducting research
MYP 5 - PHE 2025/26 Unit 2: The anatomy of movement (UPPER LIMBS)	Change, Connections	Energy, Movement, Adaptation.	Identities and relationships	Awareness of locomotor system main organs identities and relationships lead to more efficient training techniques, methods and philosophies , the eventual changes in muscles and body-shape through a programme of specific movements that can create more energy and power in our field of	Lesson 1-2: research on origin, insertion and action of muscles using copies given by the teacher and body map. Lesson 3: how to create a plan of a workout routine using muscles previously studied Lesson 4: quiz in order to keep a track on their studies. Lesson 5: Test	A: Knowing and understanding iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health C: Applying and performing iii. recall and apply information to perform effectively D: Reflecting and improving performance iii. describe and summarize performance	Research - Use an organised process for conducting research
MYP 5 - PHE 2025/26 Unit 3: UNLEASH YOUR MOVEMENTS		Interaction, Movement.	Personal and cultural expression	Movement is a powerful form of self-expressions that combines creativity, control and rhythm.	Students learn how to play different team sports and how to be collaborative. Sports to be practiced are: volleyball, basketball, and cricket. Firstly students learn about the rules and history of the sport (crit. A) Then they focus on the muscles used, then they plan exercises to train those muscle (crit. B) to then perform (crit. C) and reflect upon the performance (crit. D):	A: Knowing and understanding iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health C: Applying and performing iii. recall and apply information to perform effectively D: Reflecting and improving performance iii. describe and summarize performance	Social - Help others participate, contribute and succeed. Self-management - Set goals that are challenging and realistic. Thinking - consider ideas from multiple perspectives